ASHTON KEYNES
Church of England VC Primary School
SHINE BRIGHT ★ REACH FOR THE STARS

# Ashton Keynes Primary School Early Years Foundation Stage Policy

## Updated September 2026

*"Enabling life in all its fullness"*

**"I came that you may have life, life in all its fullness" (John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship*.

"Children learn as they play. Most importantly, in play children learn how to learn" O. Fred Donaldson

At Ashton Keynes Primary School, we are committed to providing a high-quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

## Staffing and Organisation

At Ashton Keynes Primary School, we have one Reception class that has the use of a large classroom, a dedicated outside classroom and a purposeful forest school garden. In the classroom there is one teacher, supported by teaching assistants.

Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the day. All sessions include free flow access to the outdoor classroom and the forest school garden is accessed throughout the week.

## Learning Environment

Our aim is to provide a natural, rich, enabling learning environment both inside and out. We ensure our classroom is welcoming and stimulating, encouraging children to independently explore, investigate and learn through firsthand experiences. Children are encouraged to move freely between the indoors and outdoors where quality continuous provision is carefully planned to enable children to embed their knowledge and drive their learning forwards. Resources are easily accessible enabling the children to use them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning environment and make adaptations as necessary.

## Our Start to Shine Curriculum

Our bespoke curriculum is designed in order to fully prepare and enable our pupils to access the whole school Shine Curriculum when they reach Year 1. It is an ambitious, balanced curriculum based upon the children's needs and interests and the seven areas of learning and development. Our curriculum can be found on our website and is structured around a diverse range of quality core texts. Alongside this there is discreet teaching of phonics and maths.

The seven areas of learning and development which shape our curriculum are:

Prime Areas
Communication and Language
Physical Development
Personal, Social and Emotional Development

Specific Areas
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Our planning reflects the children's needs and their stages of development. We aim to deliver the curriculum through planned, purposeful play providing the children with a wealth of experiences and opportunities; building upon what they already know.

## Effective Teaching and Learning

At Ashton Keynes Primary School children are supported to think creatively and imaginatively and actively encouraged to be independent, confident learners. They are inspired to strive and reach their full potential through sharing the whole school culture of 'star challenges'.

Our teaching and learning consists of a mixture of child led activities within our continuous provision, balanced with adult led guided tasks. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. Our continuous provision is constantly evolving and designed to enable children to embed their knowledge and drive their learning forwards.

At all times we support children to become well rounded, kind, thoughtful and happy individuals.

## Observation and Assessment

At Ashton Keynes Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning enables all learners to progress. Through observations and informal assessments the class teacher and teaching assistants gather information about each child. The online platform Seesaw is used to report to parents and record useful snippets of the children's progression and skills. Parents are invited to share 'wow' moments to paint a picture of their children's progress.

During the first term, all children take part in the Reception Baseline Assessment. In addition to this the teachers use the knowledge gained about each child through observations, assessments and interactions to make their own

baseline judgments in all areas of learning. These 'best fit' judgments are based on descriptors set out in the 'Development Matters' 2021 document. This information is recorded within the whole school Pupil Progress document. This is updated throughout the year by the class teacher. Through termly pupil progress meetings with the head teacher, assessments are closely monitored to ensure that all children are making good progress.

In the summer term, the class teacher completes the EYFS profile for each child. Teachers use their professional judgment to assess each child's attainment in relation to the 17 Early Learning Goal descriptors.
The results of the Profile including whether the child has reached a *good level of development* are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information. This information is also used to inform the Year 1 teacher.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

## Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each term, we publish a class newsletter, and we update parents with news and photos regularly using our online learning platform. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. In addition, we have termly *Stay and Share* opportunities where we invite parents to bedtime story sessions, phonics lessons and sharing learning sessions. We value contributions from home and encourage parents to add information to their child's online learning journey. The children take reading books and phoneme cards home to share and weekly phonics videos are provided to support learning at home. Our website is updated regularly with news and information. We have an open-door policy and welcome parents into the classroom before and after school to share concerns or successes.

## Transition from Pre-school to Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. We have contact with the village pre-school throughout the year and invite them to visit us on a regular basis. In the summer term, we organise opportunities for the village pre-school to bring groups of children to visit. The class teacher arranges meetings with key workers to discuss the children who will be joining the reception class to ensure as smooth a transition as possible.

We hold a transition meeting for new parents in the summer term, where we outline daily routines and expectations. Children are also invited to attend two after school induction visits.

The class teacher and teaching assistant visit children in their homes during the first week of school. The children then start school on a part-time timetable. After one week, they begin full-time. Routines such as assemblies and playtimes are built up gradually. A phonics meeting for parents is held at the start of the year to enable parents to best support their child when learning to read.

As the children start school, children are carefully paired up with Year 6 buddies who support, aid and encourage them throughout the year.

## Transition from Reception to Year One

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. A thorough handover between teachers creates a smooth transition and assists with the planning of the curriculum in Year 1. Moderation between EYFS and KS1 takes place regularly throughout the year.

In the summer term, the children have weekly visits to the Year One classroom and meet the teachers. The school holds a 'Move Up' morning, giving the children a taste of their new class. For those children who require more support with transition an individual approach is adopted, tailored to their needs.